



The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023

Commissioned by



Department
for Education

Created by



This template can be used for multiple purposes:

- It enables schools to effectively plan their use of the Primary PE and sport premium
- It helps schools to meet the requirements (as set out in guidance) to publish information on their Primary PE and sport premium
- It will be an effective document to support Ofsted inspections enabling schools to evidence progress in Physical Education (PE) and evidence swimming attainment, which forms part of the PE National Curriculum. We would recommend schools consider the Intent, Implementation and Impact of any spend, as examined within the Education Inspection Framework.

It is important that your grant is used effectively and based on school need.

Schools must use the funding to make **additional and sustainable improvements** to the quality of the PE, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- Develop or add to the PESSPA activities that your school already offers.

The Primary PE and sport premium should not be used to fund capital spend projects; the school's core budget should fund these. Further detail on capital expenditure can be found in the updated [Primary PE and sport premium guidance](#).

The Primary PE and sport premium guidance, outlines 5 key priorities that funding should be used towards. It is not



necessary that spending has to meet all the key priorities, you should select the priorities that you aim to use any funding towards.

Although completing this template is not a requirement for schools, schools are required to publish details of how they spend this funding. Schools must also outline what the impact this funding has had on pupils' PE and sport participation and attainment and how any spending will be sustainable in the future. **All funding must be spent by 31st July 2024.**

The Department for Education has worked closely with the Association for Physical Education (afPE) and the Youth Sport Trust (YST) to develop this template and encourages schools to use it. This template is an effective way of meeting the reporting requirements of the Primary PE and sport premium.

Review of last year's spend and key achievements (2022/2023)

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

Activity/Action	Impact	Comments
Increase PE Curriculum time to 2 hours per week (inclusive of an indoor and outdoor slot).	A robust Long Term Plan is now in place which closely aligns with the PE Progression Grid and provides clear sequencing.	Clear knowledge and skills progression plan in place to ensure children are building what they already know and can do
Carefully placed, high quality staff CPLD alongside the TEAM PE Champion and Chesterfield Town Football Club	100% of teachers (via staff voice) identify a confidence increase in terms of the planning, teaching and assessment of PE.	Continue to identify and offer CPLD where appropriate to raise standards.
All pupils to participate in increased physical activity throughout the day in order to boost fitness levels, tackle rising pockets of obesity, ensure that concentration levels are increased and ensure that pupils are ready for learning.	100% pupils are participating in daily physical activity in addition to the 2 hours curriculum allocation.	Continue to create a culture of active lifestyles throughout school.
Personalised intervention for pupils requiring additional support to bridge gaps and improve outcomes.	Barriers to active healthy lifestyles are removed and more pupils are engaging in active lifestyle.	Continue to look at bespoke interventions through provision mapping.
Increase the amount of children who can swim 25m, perform strokes and a self-rescue.	Children are safer in the community and can participate in the enjoyment of water-based activities.	Continue to provide top up sessions for disadvantaged pupils.

Key priorities and Planning

This planning template will allow schools to accurately plan their spending.

Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
<p>Greater focus on healthy lifestyles through physical activity. Sports Specialist to work with all classes weekly to raise the profile of fitness and expose pupils to a range of fitness sports activities and games that can be played at break time and dinner. This is an additional PE session focused on increased physicality.</p> <p>Lunchtime Activity Levels Increased Lunchtime Play Leader supported by Pupil Play Makers (YR6) to incorporate fitness based games on a rolling programme to increase physicality, exposing pupils to a broader range of</p>	<p>All pupils to participate in increased physical activity throughout the day in order to boost fitness levels, tackle rising pockets of obesity, ensure that concentration levels are increased and ensure that pupils are ready for learning.</p> <p>Year 5 & 6 Pupils to train as 'Play Makers (Year 6) and Play Makers (Year 5) to increase play at break times.</p>	<p>Key indicator 2 Engagement of all pupils in regular physical activity. Key Indicator 4 Broader experience of a range of sports and activities offered to all pupils</p> <p>Key indicator 2 Engagement of all pupils in regular physical activity</p>	<p>100% pupils are participating in physical activity in addition to the 2 hours curriculum allocation.</p> <p>Continuous cycle of training for year 5 and 6 pupils so engagement remains high.</p>	<p><i>£1000</i></p>

<p>sports and activities.</p> <p>Active Days Class teachers to incorporate transition fitness and movement tasks as part of the daily routine. E.G. Go Noodle, Brain Breaks, Settling tasks, Transition Dances, The One Mile Happy Walk and The Daily Mile.</p> <p>Challenging Play Replace damaged trim trail area to provide opportunities for physical challenges at break and lunchtimes.</p> <p>Targeted Intervention Personalised intervention for pupils requiring additional support to bridge gaps and improve agility, balance and coordination and communication (which in</p>	<p>All pupils to participate in increased physical activity throughout the day in order to boost fitness levels, tackle rising pockets of obesity, ensure that concentration levels are increased and ensure that pupils are ready for learning.</p> <p>All pupils to participate in increased physical activity throughout the day in order to boost fitness levels, tackle rising pockets of obesity, ensure that concentration levels are increased and ensure that pupils are ready for learning.</p> <p>Interventions to be delivered as identified by need. These will include: Communication and Oracy Healthy Lifestyles Club Happy Resilient Me Bikeability Sensory play Additional swimming sessions for</p>	<p>Key indicator 2 Engagement of all pupils in regular physical activity</p> <p>Key indicator 2 Engagement of all pupils in regular physical activity</p> <p>Key Indicator 3 The profile of PE and sport is raised across the school as a tool for whole school improvement</p> <p>Key Indicator 4 Broader experience of a range of sports and activities offered to all pupils</p>	<p>Physical activity will become part of daily routines and promote a lifelong behaviour change to include physical activity as part of daily habits.</p> <p>This equipment has a minimum 10year guarantee enabling active play for a long period of time.</p> <p>Through interventions, gaps will close and barriers removed supporting life long participation in physical activity.</p>	<p><i>£12000</i></p> <p><i>£1000</i></p>
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<p>turn will impact on wider curriculum outcomes).</p> <p>After School Clubs After school clubs and deliberately varied provision for pupils to opt into as additional fitness based sessions at the end of the school day.</p> <p>Swimming Prioritising a long term strategic plan to improve swimming attainment across Key Stage Two.</p> <p>Cycling Ensure that children are able to participate in bike riding safely as an active and healthy means of travel to and from school. Children will participate in the Level 1 and or 2 Bikeability program.</p>	<p>disadvantaged pupils who require additional coordination support to increase confidence and ability in this important life skill.</p> <p>All pupils in Year 1-6</p> <p>Increasing the amount of pupils across Years 4,5 and 6 who are accessing swimming as part of the curriculum in order to increase the percentage of pupils reaching ARE as a result of earlier teaching and identification of needs.</p> <p>Children in Year 5 & 6</p>	<p>Key indicator 2 Engagement of all pupils in regular physical activity</p> <p>Key Indicator 3 The profile of PE and sport is raised across the school as a tool for whole school improvement</p> <p>Key indicator 2 Engagement of all pupils in regular physical activity</p>	<p>All children will have the opportunity to try new activities with exit routes to local clubs.</p> <p>Higher percentage of pupils will be able to swim 25m and perform a self rescue.</p> <p>Children will be able to cycle to safely.</p>	<p><i>£1000</i></p> <p><i>£1000</i></p>
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<p>Staff CPLD Carefully placed, high quality staff CPLD alongside the TEAM PE Champion, Chesterfield Town Football Club, Bolsover School Sport Partnership and other club links established throughout the year.</p>	<p>Teachers & Support staff and pupils.</p>	<p>Key Indicator 1 Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>Teachers & Support staff will be more confident and knowledge to teach PESSPA which will improve outcomes and engagement for pupils.</p>	<p><i>£1000</i></p>
<p>Participation in competition Raise the profile of competitive sports and activities for pupils both individually, as part of a team within school and as part of a team outside of school and within the Trust with the support of the Bolsover school sport program.</p>	<p>Opportunities for all pupils</p>	<p>Key Indicator 5 Increased participation in competitive sport Key Indicator 4 Broader experience of a range of sports and activities offered to all pupils</p>	<p>Increased participation in sports.</p>	<p><i>£1890</i></p>

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Key achievements 2023-2024

This template will be completed at the end of the academic year and will showcase the key achievements schools have made with their Primary PE and sport premium spending.

Activity/Action	Impact	Comments

Swimming Data

Meeting National Curriculum requirements for swimming and water safety.

Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study

<u>Question</u>	<u>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	65%	18/27 demonstrated this skill. This was following 2 terms of weekly school swimming purchased through Derbyshire School Services. Children completed this during Year 5.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	78%	Children completed their swimming program and 81% (21/27) could demonstrate a range of strokes.

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>100%</p>	<p>All children completed a self rescue and could talk about how to staff safe around bodies of water such as paddling pools, lakes and rivers.</p>
<p>If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this?</p>	<p>Yes</p>	<p>Some children who were not meeting the standard benefited from another terms swimming instruction. This was predominantly to catch up as the initial term focused on water confidence.</p>
<p>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p>	<p>Yes</p>	<p>A Teaching Assistant completed the swimming teacher training course provided through Derbyshire School swimming service.</p>

Signed off by:

Head Teacher:	<i>Charlotte Butcher</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Joanna Crook</i>
Governor:	<i>Ross Wormall</i>
Date:	<i>17.09.23</i>